I. Intro
   A. Name and place of work (pull me aside if you have questions about what a Montessori school is so that we can maximize our time)
   B. My objective is to facilitate the creation of an audio file, exporting it in the MP3 format and utilizing a rubric to assess content.
   C. We all teach different subjects at various levels. I teach CTE Intro, Keyboarding, and PE for 7th & 8th grades. However, I have found that there is value in using Podcasts as a popular teaching method and as an assessment tool and subjects across curriculums.
   D. I want to give you the hour to explore how you can apply this to your classroom but have a few items of housekeeping.
      1. I have uploaded my resources to my blog at:

http://goo.gl/TXEjy7

      2. egoddard@mariamontessoriacademy.org
II. I have a 5 minute spiel that will add context to this activity and then the time is yours and I will support you in your exploration.
   A. The term podcast is a combination of pod (Portable On Demand) and broadcast.
      1. I will be helping you with the portable on demand part (MP3) but if you are interesting in publishing or broadcasting your audio you'll have to explore that possibility on your own.
   B. I have posted a three day lesson plan that teaches students about podcasting; what it is, how to find & subscribe to podcasts, and finally how to record and export audio to the MP3 format;
   C. I would recommend working with your CTE Introduction teacher or someone who teaches computers to offer this skill to your students. Once they know how to create a podcast you use a rubric to assess their understanding of specific content.
   D. I want you to walk out of here with a rubric in your hand (on your device) that will help you assess a particular concept you assign with a podcast activity. For example, I want my keyboarding students to be able to create a podcast, or audio file, that they will hand off to another student who will listen to it to do a peer assessment of the podcast author's typing technique. The student creating the podcast not only has to demonstrate their understanding of proper keyboarding techniques but knows that their file, or podcast performance, will be handed off to another student to be used as their technique. The listener is also getting a review of proper keyboarding technique.
   E. Show keyboarding rubric. (Don't be afraid of building the rubric with your students)
III. Steps for today's class
   A. Download Audacity and Lame
   B. Record three short segments of audio
   C. Combine these segments into one track and edit
   D. Export as an MP3
   E. Create a rubric that you can use